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ABSTRACT

The purpose of this guide is to provide school district administrators and teachers with guidance and direction in the planning and conduct of resident programs of outdoor education. Methods for planning and financing the program, selecting the site and personnel, determining the role of the classroom teacher, and identifying resources are described. Activities to be used in the program are listed along with suggested evaluative techniques. Additional material presented includes the New York State Education Law, the New York State Sanitary Code, evaluation forms, and a list of resident outdoor education centers in New York State. (PS)

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# OUTDOOR EDUCATION

## A Guide for Planning Resident Programs

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Elementary Curriculum Development
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# FOREWORD

Outdoor education is based upon the belief that learning through firsthand experience is the basic and most effective means of education. The culmination of educational experiences in the outdoors is the resident outdoor education program. This program involves teachers and pupils living and learning in the natural environment and using this environment to make the schools' curriculum more meaningful.

In today's curriculum, greater emphasis is being placed upon the development of human values and providing students with learning opportunities that emphasize direct, real, and relevant experiences. Resident outdoor education programs can contribute significantly in this respect and opportunity for such experiences should be included in planning the total school program.

The purpose of this guide is to provide school district administrators and teachers with guidance and direction in the planning and conduct of resident programs of outdoor education. Although it is not possible to include all of the information about such programs in one guide, this publication attempts to present basic policies and procedures that are essential to the success of resident outdoor education experiences.

The original manuscript for this publication was prepared by George W. Donaldson, professor of Outdoor Teacher Education at Northern Illinois University. It was reviewed by George C. Fuge, director of Outdoor Education, State University College at Cortland; Kent A. Reeves, director of Outdoor Education, State University College at New Paltz; Harry C. Thompson, director of Outdoor Education, Nassau County BOCES; and Charles Hunter, director of College Community Relations, State University College at Potsdam. Based upon their constructive suggestions appropriate changes have been made.

Irwin Rosenstein of the Division of Health, Physical Education and Recreation worked with the Bureau of Elementary Curriculum Development in preparing the final manuscript for publication.

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# INTRODUCTION

Education should prepare individuals for productive and enjoyable lives. In order to achieve this goal the educational curriculum should be based upon student needs and provide students with opportunities to -

- Become involved in interdisciplinary learning designed to better prepare them to solve problems of humanity;
- Seek out knowledge through independent study and direct learning experiences;
- Develop their ability to improve their concept of personal achievement and self-worth;
- Develop conceptual, creative, communication, computational, and work skills;
- Take part in activities and planning that will develop their creative abilities;
- Develop a knowledge and appreciation of the environment and man's relationship to his environment; and
- Utilize leisure time in a constructive and worthwhile manner.

In recent years a great many American communities have become involved in planning and implementing an exciting and enriching kind of education for their children, designed to meet their needs and interests. Originally it was known as school camping, today it is more generally called "resident outdoor education." Less commonly used designations include Outdoor School, School-in-the-Woods, and Outdoor Laboratory School. An authentic diversity, as diverse as its terminology, has come about largely because no set pattern has emerged. Despite this healthy diversity, these educational experiences have certain characteristics:

- They transport children from the school site for live-in educational experiences not available at school.
- They are conducted during school time.
- They include at least one overnight stay at the site and are often 3 to 5 days in duration.
- Teachers accompany their children and,usually, both teachers and children are involved in planning for the experience.

- Facilities are mostly children's camps, or governmental sites, sometimes winterized for year-round use.

- The program is an integral part of the educational curriculum of the sponsoring school.

- Staff personnel are predominately certified teachers.

- Programs involve primarily upper elementary school children although each year a greater number of secondary school programs are conducted.

New York State was one of the states which pioneeered resident outdoor education through the passage of a model school camping law. This law provides for the establishment of school camps by school districts through authorization by the respective boards of education and states that they shall be used to furnish education for all children of school age.

Once a community has decided that it desires to enrich its school curriculum through resident outdoor education there are sequential steps that should be taken to initiate and develop the program.

The most common violation of this sequential planning procedure usually occurs when, with understandable enthusiasm, communities select a site before they seriously study the educational program that they desire to conduct on that site. Once the educational program has been decided upon then the selection of a site will enable the program to be carried out.

A cardinal principle of planning should be that basic educational planning must come first. Every other aspect of planning should then refer to the educational plan and it should continually be evaluated in regard to whether it makes possible, facilitates,or encourages the basic educational plan.

School districts who are fortunate enough to select a site and who develop their own facilities will attain a closer relationship between the educational plan and the facility. Most school districts have some choice of facilities and this choice should be exercised after educational planning.

The following aspects of planning for resident outdoor education are presented as essential to any program which may be justified in terms of education, as well as the health and safety of the individuals involved.

## PLANNING THE EDUCATION PROGRAM

The planning of a resident outdoor education program should involve the combined efforts of school personnel and interested individuals and organizations from the community. Based upon this school-community planning concept there are many roles that are essential so program planning and these roles, of necessity, are interrelated. The following guidelines are presented to assist in the planning of a resident program of outdoor education:

### The Board of Education

The cooperation and support of the board of education should be obtained in the same way as for any other school program. Upon recommendation of the staff and planning committees, the board should review and approve the general plans and allocate funds in the budget to provide for the outdoor education program. In resident outdoor education programs, as in other aspects of the school program, the board of education should assume its responsibility to provide instruction for the students and assume the cost of financing the program with the exception of food and insurance, which are usually taken care of by the students' families.

### The School Administrator

The school administrator, operating within the policies and approval of the board of education, should give leadership in developing an outdoor education program within the school curriculum. The administrator should be thoroughly familiar with the concepts of this program and assist in developing a realistic philosophy of the value of the program to the total educational process. He should present to the parents an understanding of these concepts and their value to their children. In the planning stages he should serve as a liasion between pupils and parents, teachers and parents, and also between various other agencies and the school

### The Teacher

The teacher can play a significant part in the development of the outdoor education program by taking an active role in the initial planning stages, by identifying the philosophy and goals of the program, and by identifying those learning experiences in the school curriculum that might best be achieved at a resident outdoor education center.

Some of the general educational goals and curriculum objectives that teachers should identify include the following:

- To utilize direct learning experiences to complement subject matter learned in the classroom

- To apply arithmetic skills to first-hand learning in the outdoors

- To develop an understanding and appreciation of the local community and its historical development

- To recognize some common plants and animals in the local area

- To develop an understanding and appreciation of the natural environment

- To understand the importance of the balance of nature

- To realize the relationship between man and his environment

- To develop positive human relationships and good social values, attitudes, and behavior

    Getting along with one's fellowman

    Understanding and appreciating group planning and group living.

- To develop an understanding of one's self as a human being

    Self-discovery of one's worth as an individual

    Understanding the value of positively contributing to society

- To develop an understanding and appreciation of physical well being

    Developing a knowledge of healthful living practices

    Understanding that the body is a means of expression.

In developing these goals and objectives the teacher should meet with school administrators, curriculum personnel, and resource people who will be at the resident center.

The teacher can also stimulate interest in the program by participating in or by helping to conduct preservice or inservice education

workshops specifically designed for those individuals who will be responsible for giving leadership to the program.

The Parents

Parents, after understanding and accepting outdoor education as an integral part of the school curriculum, should be encouraged to participate in the planning and development of the program. If competent and qualified, they may also be utilized as resource personnel at the resident center.

In the initial planning stages, an orientation meeting for parents should be conducted and information concerning such program factors as purpose and goals, learning activities, financing, facilities, and the general health, safety, and welfare of the students should be presented.

The Students

Students, through their own enthusiasm, can generate considerable interest in outdoor education. Working cooperatively with the teacher they can develop their own plans for the program in a logical and organized manner. These planning sessions should be part of the classroom experience and might involve discussion of the following questions:

- Why are we going to an outdoor education center? (Philosophy)
- What will we do there? (Program)
- When will we do these things? (Schedule)
- What is a resident center? (Facilities)
- What will we eat? (Menu planning)
- What rules or regulations are necessary? (Democratic living)
- What outdoor behavior is required?(Environmental etiquette)

Students may form committees to carry out specific responsibilities such as planning menus, reporting to the student body, recommending clothing and equipment to be taken, establishing dining room procedures, and identifying activities that could be accomplished during the resident program.

When the program is completed many of the educational experiences can be related to parents and the community through such activities as writing letters, dramatic presentations, and the presentation of oral, written,and visual reports.

## The Community

The interest and commitment of the community can often determine the success or failure of the program. For this reason it is essential that the entire community be informed of the value of outdoor education experiences for students and its relationship to the total school curriculum.

In developing a resident outdoor education program, careful planning and study should be done by the community and by local groups made up of educators, parents,and representatives of agencies that are concerned with the education and welfare of the total community. Individuals and organizations concerned with environmental quality can also bring about interest within the community and can be of valuable assistance in the implementation of a resident outdoor education program.

## Boards of Cooperative Educational Services

In some situations, it is best to plan a resident outdoor education program through the combined efforts of a number of districts. Some school districts have conducted such programs through the shared services which are provided by Boards of Cooperative Educational Services.

## State Agencies

A number of State agencies provide assistance to local school districts in planning resident programs of outdoor education. (See pages 19 and 20)

## FINANCING THE PROGRAM

Outdoor education is an integral part of the educational curriculum. Therefore, the financing of resident outdoor education programs should be the responsibility of the board of education.

Finances should be provided for such budgetary items as rental or purchase of an outdoor site, transportation, instructional and leadership services, insurance, and supplies and equipment. The cost of food for students while living at the resident center should be the responsibility of the family since it has the responsibility for the care of its children. It should be emphasized, however, that under no circumstances should a student be prevented from taking part in the resident program due to lack of funds. Where such a problem results, social agencies and community service organizations often provide finances to cover this expense.

In school districts where funds are not budgeted for outdoor education the total cost of the program can be financed by parents, or by pupils working on school and community projects. In other instances the cost of the program can be shared between parents and the board of education with parents usually paying the food cost and the school district assuming all other expenses.

Some factors which should be considerd in budgeting for the program include the following:

- Cost of the facility
- Salaries of personnel
- Food
- Insurance
- Transportation

Financial aid for the program can come from a variety of other sources including State, Federal,and private funds. Some examples include the following:

State

- Boards of Cooperative Educational Services
- Urban education funds

Federal

- ESEA Title I and Title III
- Education of the Handicapped Act

Private

- Philanthropic foundations
- Community service organizations

## SITE SELECTION AND FACILITIES

Site selection for a resident outdoor education program is extremely important and considerable thought should be given to this point.

The question of whether the site is purchased or leased by the school district will depend upon a number of factors. If the school district believes strongly that outdoor education provides significant educational value to be included as an integral part of the curriculum, the purchase of a site may be a more desirable procedure. However, most school districts will probably desire to experiment with the program for a period of time to determine its value, before incorporating it permanently into the curriculum. Therefore, it may be more advantageous to rent an existing facility.

Financing the program will also be directly related to the decision of selecting a site. Where limited funds exist, purchase of a site will not be possible, but may allow for rental.

### Acquisition of a Site

Acquiring a site may occur in several different ways. Probably the most desirable is receiving a site as a gift from an interested donor. However, it is important for the donor to relinquish all rights to the site and leave the development of the area to the school district. A school district may purchase outright a desirable site for the program. However, this will depend upon available funds. A site may also be acquired by renting established resident outdoor education centers or using local, State, or national parks. The reduced cost of rental is a favorable factor in this procedure and such areas usually have buildings and utilities furnished.

If the school district is going to purchase or rent a site they should inform the public of what it desires. School bulletins, newspapers, borchures, and letters are means of informing the public of the features the school district prefers in a site. It is also a good policy to establish a committee of community citizens and school personnel to explore the possibilities and become aware of what is available. The use of such a committee promotes good public relations and can help to contribute to public support.

In either the purchase or rental of a resident outdoor education facility there are certain desirable features which are important, including the following:

- The site is located away from densely populated areas and provides maximum privacy.
- The site is within reasonable traveling distance from the school.

- Roads leading to and from the site are accessible at all times during the year.
- There are no natural or manmade hazards on the site that would adversely effect the health and safety of the students.
- The site should contain several types of topography within its boundaries.
- The approximate size of the site should be 1 acre per student. If the site is adjacent to or near public land a smaller area may be adequate.
- Buildings or other structures should be constructed safely and in accordance with building codes.
- The site should comply with State, county,and local sanitation laws.
- The site should have a safe and adequate water supply, sanitary sewage disposal,and electricity.

Facilities

The facilities required for a resident outdoor education program will depend upon such factors as the size of the site, topography of the area, climatic conditions, number of students in the program, and curriculum content.

The size of the site determines the number of buildings that can be constructed and the number of students that can be accommodated. The topography usually determines the areas where construction of the buildings is practical. The number of students in the program must be considered when planning the building and curriculum content will influence what facilities are to be provided.

Buildings that should be part of an outdoor education resident center include an administration area, dining hall and kitchen, living quarters, a lodge or meeting area, and bathroom facilities. Although not essential, facilities such as an infirmary, a library, and a staff lodge are desirable.

If the center is to be used on a year-round basis, the buildings should be winterized. In planning winterized facilities, heating, insulation, protected water supply and sewage disposal should be taken into consideration.

## PROGRAM PERSONNEL

The adults who live and learn with the students during the resident program are of critical importance. Quality individuals who possess both the human and technical skills to educate students in an outdoor environment will more nearly assure quality experiences for children than any other single factor. Excellent leadership can compensate for other program limitations, but the reverse is not true. There is no substitute for proper leadership.

Programs tend to be organized into two patterns of staffing:

1. A minimum staff assigned full time to the site, with frequently just a director or coordinator. Teachers and other school personnel attend with the students and conduct the total program. In this type of situation the permanent staff member serves as a resource person to those who actually do the teaching. This individual will usually also assume responsibility for administrative concerns such as facilities and food service.

2. A complete resident staff of relatively specialized people, supervised by a director. In this pattern most of the leadership during the resident program is the responsibility of the permanent staff and classroom teachers assume more of a resource person role, advising the permanent staff on program matters and on specific child study concerns.

Staff at a resident center usually include the following personnel:

Resident Director

A resident outdoor education staff is composed of many individuals, but one person must assume overall responsibility for the resident center. This is a responsible position and the success of the program is often dependent upon the competence of this individual.

The resident director must have a knowledge of the area where the resident center is located, including such factors as its natural resources, hazards, site plan, and terrain. He should possess a practical knowledge of outdoor education, including its philosophy, techniques, and other important factors. He must possess emotional maturity and have the ability not only to carry out his own tasks well, but be able to motivate and assist others in fulfilling their responsibilities. Since he will constantly be working with people and leading them he should

have a congenial and friendly personality. Such a characteristic will assist him in overcoming difficulties, particularly with respect to personal and interpersonal relationships. He should have some actual experience in outdoor education since experience, along with theory, will provide him with adequate preparation for this position.

Some other competencies which this person must have include the ability to work with teachers and other individuals in inservice education programs, coordinating center activities, selection and care of equipment, maintaining records, and serving as host to visitors or guests who come to the site.

Program Specialist

The program specialist must have a thorough knowledge of outdoor education and truly enjoy outdoor activities and outdoor life. He must also have a sincere interest and concern for students and be willing to share in their activities and projects. Such involvement contributes to the friendship and loyalty of children and gives them a feeling that they are accepted and that adults have faith in them.

He must possess many of the characteristics of the resident director and work closely with him in all matters concerning the program. He is responsible for daily programs including their planning, and the posting of information. He schedules and coordinates activities in close cooperation with the resident director in selecting staff and also in the preservice and in-service education of staff personnel.

Teachers and Other Instructional Personnel

Teachers and other staff personnel are of utmost importance to the success of any resident program and their expertise and contributions underlie the purpose of outdoor education. The role of the classroom teacher is presented in a following section.

In addition to teachers, some resident programs, either temporarily or permanently, have a supplement of college, or high school students. Usually these students are carefully selected young people who intend to become teachers or youth leaders and are deeply interested in working with children. In programs which utilize such individuals it is important that adequate supervision be provided for the safety and welfare of all concerned.

Cook

The chief cook should be a competent person who is able to plan meals for a large group. His responsibilities include the supervision of dining hall personnel, the purchase of food supplies,

and, when necessary, the hiring of additional kitchen staff.

Doctor

The school doctor may serve as the resident center doctor if the site is not far from the school. However, it may be necessary to utilize the services of another physician to serve in this capacity. It is also important for a doctor in the immediate vicinity of the center to be on call in case an emergency occurs.

Nurse

The school nurse should be a permanent member of the staff in contrast to the doctor, who will usually come only when called. She should administer first-aid and be generally responsible for the health of the students while at the outdoor education center.

Maintenance Staff

A maintenance staff is of utmost importance to any resident outdoor education center. The duties of such individuals are general maintenance such as carpentry, electrical and mechanical repairs, and improvement of the grounds.

Secretary

In order to operate the program efficiently, a secretary or clerk should be available to do the typing and other clerical tasks. She should be dependable, courteous, cooperative, and enjoy the environment of an outdoor center.

There are no single set of highly definite criteria that can be established for personnel selection in outdoor education. However, in addition to those human and technical skills which are essential to the successful teacher, the following characteristics are highly desirable:

- A knowledge of the nature of learning in informal and lifelike situations
- Competence in teaching methods in informal outdoor settings
- The ability to relate outdoor learning experiences to classroom objectives and activities
- A general knowledge of the outdoor environment and the nature of outdoor activities

Leadership will make itself apparent during the planning stages of the program. Teachers and other school personnel who are sincerely interested in this type of living and learning experience often make themselves known. Schools usually find their leadership among their own faculties and generally feel that this is their best source. However, should leadership not emerge from the local situation, the Bureau of Physical Education and Recreation of the State Education Department can identify qualified resource personnel to assist schools in the planning and implementation of resident programs.

Regardless of the source from which personnel is secured, the number of people concerned, or the level of their professional competence, there will be need for inservice education. Some of the effective inservice education programs that have been provided include the following:

- Study committees - outdoor education committees made up of school administrators, teachers, students, and community leaders who plan and develop programs.
- Local teacher workshops - consultants work with teachers and other school personnel through firsthand learning experiences to develop knowledge and technical competence, as well as confidence and interest in outdoor learning.
- College and university courses - a number of colleges and universities offer opportunities for teachers to take courses specifically designed to provide information and develop competencies in outdoor education. These courses are conducted during the school year, as well as in the summer months.
- State and regional workshops - number of inservice education workshops and conferences are conducted on a State and regional basis by the State Education Department, and the State Department of Environmental Conservation. There are also professional education organizations which provide regional inservice education programs in various regions of the State.

Continuous inservice education is essential to the professional growth of teachers and contributes significantly to the success of an outdoor education program. Therefore, it is important that such experiences be provided for personnel involved in the planning and conduct of the program.

## ROLE OF THE CLASSROOM TEACHER

Classroom teachers are constantly involved in a variety of shared experiences with the students in their classes. Among these experiences, outdoor education can be one of the most realistic and meaningful.

An important characteristic that classroom teachers should possess to be successful in outdoor education is a sincere interest and enthusiasm for the outdoors and a natural inquisitiveness about nature's phenomena.

An understanding of ecological principles and practices is most helpful in using the outdoors as a learning laboratory. However, teachers do not have to know all the answers to teach in outdoor situations; they can learn and explore with the students.

To make resident outdoor education experiences more enjoyable and worthwhile, adequate thought and preparation should take place during the preplanning phase in the classroom. Each class, in cooperation with the teacher, should develop its own type of program and the teacher should coordinate the organization, implementation, and evaluation of the program for the class. During the planning session each class will be influenced by the individuals which compose it, by previous experience and by the interest and enthusiasm of the teacher.

Some aspects of the program that may want to be discussed by the teacher and the class include the following:

- Establish positive attitudes through discussion of opportunities that outdoor education provides.

  Cooperation and helping others

  Respecting the ideas and opinions of others, in order to live together more enjoyably

  Learning to use one's senses more adequately through seeing, hearing, tasting, touching, and smelling

  Learning to enjoy new experiences such as foods, scenery, and activities

  Learning to accept pleasantly the difference of a more basic type of living.

- Discuss outdoor education in relation to classroom learning and its contribution to specific subject matter in the curriculum.

- Discuss the objectives of the program and the specific goals to be achieved.

- Conduct research in regard to history and settlement, industry and agriculture, topography, native birds and animals, conservation practices, weather prediction, rural schools, and the transportation route to the site.

- Discuss the outdoor education center as a community and establish rules by which everyone will live.

- Plan individual and group responsibilities.

  Houskeeping chores

  Kitchen and dining room assignments

  Sanitation procedures

  Respect for property of others

- Discuss the selection of program activities.

  Is it a group activity?

  Can it best be accomplished at a resident center?

  Does it come from or lead to other areas of the school curriculum?

  Does it require use of the individual's intellect, imagination, or sense of responsibility?

The teacher should, if possible, become acquainted with the outdoor education center before the program begins so greater consideration can be given to utilizing the natural areas for instructional purposes. The teacher should also become aware of any hazards that might exist on the site. By acquiring information on the history and settlement of the area, its topography, people, native birds and wildlife, more successful planning of activities should result.

Learning experiences at the resident center will be interdisciplinary and include such curriculum areas as social studies, language arts, mathematics, health and safety education, physical education, home economics, and the humanities, including art, music, and drama. The teacher's primary responsibility in supervising and instructing the students is to make these outdoor learning experiences meaningful and enjoyable.

Another responsibility of the teacher during the program is to assist students in developing characteristics such as initiative, self-reliance, and the ability to work, plan, and live together democratically. Resident outdoor education, as an integral part of the school curriculum, offers one of the best ways for students to develop such personal attributes. Through outdoor education the teacher is able to teach students

to recognize, identify,and respect the natural environment. No longer is the student just a member of the class; he is a special human being with whom the beauty of nature has been shared. This is a relationship that is most difficult to achieve in the formal classroom, but quite natural to accomplish in an outdoor situation.

When the program has been completed and the students return to the classroom, additional activities should be engaged in to make the experience of maximum value. Correlating outdoor learning with classroom study could include such things as mounting and classifying rocks, leaves,and mosses; developing units on trees and plant life; writing and reading about things seen or done at the center; and meeting with community groups and agencies to discuss conservation practices and their relationship to solving environmental problems. Other activities might include the sharing of experiences with other classes in the school, assembly programs, and outdoor education fairs to inform the public about the program.

Probably one of the most important activities following the program is its evaluation by the teacher, students,and parents.

## RESOURCES AND MATERIALS

As stated previously, the classroom teacher should assume a major responsibility for outdoor education. It is also important for other appropriate members of the school faculty to become involved in the planning of outdoor learning experiences. Such a coordinated effort makes better use of the interests and competencies of the total staff.

In a resident outdoor education program the classroom teacher should work cooperatively with other classroom teachers interested in outdoor education, as well as other faculty members who teach related subjects, including art, music, physical education, homemaking, and industrial arts. Other personnel from schools, colleges, and universities, and from State and Federal agencies can serve as human resources and contribute to the success of the program.

### The Outdoor Education Specialist

Depending upon the scope of the program, curriculum content, and type of facilities it may be necessary for an administrator, qualified in outdoor education, to organize, implement, and coordinate the total program. Since the planning of a successful resident program of outdoor education requires knowledge in such areas as transportation procedures, equipment and supplies, finances, facilities, and State laws, it can be extremely beneficial to have such a resource person on the faculty to assist other teachers and interpret the program to the parents and the community.

### Colleges and Universities

A number of colleges and universities throughout the State have members of their faculty who possess expertise in various aspects of outdoor education. School districts planning and conducting resident programs should contact institutions of higher learning in their area, identify these people, and request their services as a means of enriching the program.

### Community Leaders

Resource personnel for outdoor education are available in all communities. These people may be employed by local, State, and national agencies. They may be members of the staff of State or Federal governments. They may be members of local organizations interested and concerned about the outdoors. They can be parents and citizens who pursue interests in outdoor recreational activities. It is well worth the time and effort to identify such leaders and maintain a current directory of the services they provide.

In order to use resource personnel most effectively for a resident outdoor education program the following guidelines are presented:

- Evaluate the total program to determine how resource personnel can best be used.

- Identify and develop a list of individuals in the community who could serve as resource personnel.

- Contact the resource people desired to determine their interest and availability to become involved in the program.

- Specific information concerning the type of resource service desired, time, place, instructional procedures, and financial remuneration, if necessary, should be given for the resource people involved.

- Resource people should be involved in the preplanning of the program whenever possible. This should involve spending some time in the classroom meeting the children and learning about the program.

- Resource individuals should work cooperatively with teachers and contribute to their competence.

- The contributions of resource personnel should be evaluated after their involvement to determine the significance of their contribution to the learning process.

The utilization of resource personnel who possess expertise in specific aspects of outdoor education can enrich resident programs considerably. Not only can such people be of value to teachers, but having someone outside of the school teach a specific activity or subject can generate a great deal of interest and enthusiasm among the children.

There are many organizations and agencies at the national, State, and local levels which can provide resource assistance for outdoor education. Some of these include:

National

American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036

American Camping Association, Bradford Woods, Martinsville, Indiana. 46151

American Forestry Association, 919 17th Street, N.W., Washington, D. C. 20036.

American Orienteering Society, 220 Fifth Avenue, New York, N.Y. 10001.

American National Red Cross, 17th and D. Streets, Washington, D.C. 20006.

American Youth Hostels, Inc., 20 W. Seventeeth Street, New York, New York. 10011

Association for Private Camps, 55 W. 42nd Street, New York, New York. 10036.

Athletic Institute, 803 Merchandise Mart, Room 805, Chicago, Illinois. 60654.

Boy Scouts of America, 2 Park Avenue, New York, New York. 10016.

Boys' Clubs of America, 771 First Avenue, New York, N. Y. 10017.

Bureau of Outdoor Recreation, Department of the Interior, Washington, D. C. 20025.

Camp Fire Girls, Inc., Supply Division, 450 Avenue of the Americas, New York, New York. 10011.

Conservation Foundation, 1250 Connecticut Avenue, N.W., Washington, D.C. 20036.

Soil Conservation Service, U. S. Department of Agriculture, Washington, D.C., 20250.

The Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

U. S. Geological Survey, Department of the Interior, Washington, D. C. 20025.

U. S. Fish and Wildlife Service, Department of the Interior, Washington, D. C. 20025.

Young Men's Christian Association, National Board, 600 Lexington Avenue, New York, New York. 10022.

Young Women's Christian Association, National Board, 600 Lexington Avenue, New York, New York. 10022.

State

New York Section, American Camping Association, 342 Madison Avenue, New York, N. Y. 10017.

New York State Association for Health, Physical Education and Recreation, 24 Dove Street, Albany, New York. 12210

New York State Department of Environmental Conservation, 50 Wolf Road, Albany, New York. 12201

New York State Education Department, Division of Health, Physical Education and Recreation, Albany, New York. 12224.

New York State Department of Health, 84 Holland Avenue, Albany, New York. 12208.

New York State Office of Parks and Recreation, State Campus, Albany, New York. 12226.

New York State Outdoor Education Association, Box 42, Albany, New York. 12201

New York State Recreation and Park Society, 180 East Post Road, White Plains, New York, New York. 10601

Local

American Red Cross Chapters

Boys' Clubs

Boy Scouts

Campfire Girls

Catholic Youth Organization

Church Groups

Civic and Service Clubs

County Health Department

County Parks and Recreation Departments

4-H Clubs

Girls Clubs

Girl Scouts

Jewish Community Centers

Sportsmen's Clubs

Young Men's Christian Association

Young Women's Christian Association

In order to provide students with opportunities for optimum learning experiences, curriculum materials should be used before, during, and after the resident outdoor education program. Some of these materials are listed below:

Printed Resources

- Books
- Pamphlets
- Periodicals

Audiovisual Aids

- Pictures and charts
- Films, filmstrips, colored slides
- Movie projectors
- Tape recorders
- Phonographs
- Photography equipment
- Mapmaking equipment

Program equipment

- Microscopes, binoculars, telescopes
- Compasses, barometers, thermometers
- Fishing and boating equipment
- Craft materials
- Cookout and campout equipment
- Lumbering and carpentry equipment
- Sports and games equipment
- First aid equipment

## THE PROGRAM

The program involves a variety of activities that are directly concerned with living and learning in a natural environment. Classroom experiences and subject matter are related to the reality of the outdoors. Some of these activities are directly associated with the curriculum while others involve exploratory learning related to the environment. Suggested program activities involving some subject matter areas include the following:

1. Science

   - Weather station activities
   - Study of forests, soil, and water
   - Geology visits to stone quarries or gravel pits
   - Botany and zoology identification charts
   - Study of stars
   - Soil testing
   - Photography

2. Mathematics

   - Survey and mapping
   - Use of a compass
   - Study depth and surface of lake
   - Computing costs of food and purchasing supplies
   - Mathematical computations in logging and determining board feet
   - Angles in determining heights of trees and buildings
   - Surveying and mapping

3. Social studies

   - Study of deserted farms
   - Study of local industries - mining, agriculture, forestry, and sawmills
   - Problems of air and stream pollution
   - Participating in government of the resident center
   - Study of dams, electric power, and watershed concepts
   - Study of local history
   - History of the outdoor education center area

4. Language arts

   - Labeling nature trails
   - Keeping daily logs and journals
   - Storytelling
   - Writing poetry about nature
   - Using literature concerning the outdoors
   - Field trip reports
   - Appearances before clubs and organizations to tell about outdoor education experiences

5. Health, physical education, and recreation

- Studying sanitation requirements and procedures at the resident center
- Practicing good personal health habits
- Hiking, fishing, snowshoveling, and learning other outdoor skills
- Outdoor survival skills
- Lifesaving and water safety
- Orienteering
- First aid procedures

6. Industrial Arts

- Constructing an outdoor museum
- Constructing exhibits
- Interpreting blueprints
- Use and maintenance of tools
- Making birdhouses and feeding stations
- Making signs for nature trails
- Constructing exhibits

7. Humanties (art, drama, music)

- Singing songs
- Using native materials for art and music
- Writing and acting-out plays and stories
- Preparing posters, charts, and exhibits
- Participating in ceremonial activities and pageantry
- Creative sketching and painting
- Organizing song fests and talent shows

8. Home Economics

- Planning balanced menus
- Preparing and serving foods
- Making beds
- Keeping living quarters neat and sanitary
- Practicing social graces at meals
- Wearing proper clothing
- Greeting guests and making introductions

Scheduling

Generally there are certain parts of the resident program that are carried out at a specific time. Therefore, there is a scheduled time for such things as rising, breakfast, lunch, dinner, and bedtime. Usually all groups within the class have the same schedule. However, it is possible for some groups to adjust these routines if it does not inconvenience other groups.

Between these set routines there is time for a variety of other program activities. These activities may be incorporated into two general types of programs; those based primarily upon the existing school curriculum and those more problem centered.

Curriculum centered programs are directly related to academic disciplines and activities may be somewhat fragmented. Problem centered programs draw from the resources of the resident center site and while not ignoring the existing curriculum, tends to place greater emphasis upon the child and his needs for determining what should be done. There are probably no pure type curriculum centered or pure type problem centered programs in operation. Resident programs will have aspects of both, but almost every one is predominately one or the other.

Two examples of daily schedules are presented below.

Curriculum Oriented Program

| | |
|---|---|
| 7:00 a.m. | Rise |
| 7:30 | Set breakfast tables |
| 8:00 | Breakfast |
| 8:30 - 10:00 | Activity I |
| 10:00 - 11:40 | Activity II |
| 11:50 | Set lunch tables |
| 12:00 | Lunch |
| 1:00 - 2:00 p.m. | Rest time |
| 2:00 - 3:00 | Activity III |
| 3:00 - 4:00 | Activity IV |
| 4:00 - 5:00 | Activity V |
| 5:00 - 5:25 | Set dinner tables |
| 5:30 | Dinner |
| 6:30 - 8:00 | Evening program |
| 8:30 - 9:00 | Prepare for bed |
| 9:00 | Lights out |

Typical activities conducted during the daily activity periods include language arts, music, art, social studies, mathematics, science, health education, physical education. Evening activities include creative writing, arts and crafts, music, resource personnel discussions, reading.

Activity Oriented Program

| | |
|---|---|
| 7:00 a.m. | Rise |
| 7:30 | Set breakfast tables |
| 8:00 | Breakfast |
| 8:30 - 9:00 | Housekeeping |
| 9:00 - 11-30 | Activity I |
| 11:30 | Set lunch tables |
| 12:00 | Lunch |
| 12:30 - 1:30 p.m. | Rest |
| 1:30 - 2:00 | Store, bank, post office time |
| 2:00 - 5:00 | Activity II |
| 5:00 | Set dinner tables |
| 5:30 | Dinner |
| 6:30 - 8:00 | Activity III |
| 8:00 - 8:30 | Rest and recreation |
| 8:30 - 9:00 | Prepare for bed |
| 9:00 | Lights out |

Typical activities conducted during the larger time blocks include teacher-pupil planning, studying an abandoned farm, planting trees, fishing, boating, orienteering, visiting a lumber mill. Evening activities include campfire, storytelling, singing, games, folk and square dancing, star study.

## EVALUATION

Evaluating the effectiveness of an outdoor education program is essential in order to determine its value in the educational curriculum. The significance of such a program can be determined through systematic appraisal. It can also identify areas of weakness and suggest means of improvement.

Outdoor education programs should be designed to meet the needs of students within the school district and evaluation of the program will vary according to the educational aims and objectives of each school. Therefore, in the process of evaluation the initial procedure should be to define and clarify the primary objectives of the outdoor education program. Some of these objectives might include factual knowledge, skill development, attitudinal change, intellectual improvement, and personal and social adjustment.

### Evaluative Techniques

In selecting evaluative techniques there should be certain criteria established to determine the degree to which objectives are being achieved. These criteria should be precise enough to permit appraisal, specific enough to cover the desired objective, and general enough to allow for individual differences.

Since program objectives vary, it will usually be necessary for individual schools to develop measuring instruments adapted to their own particular program. Some measuring instruments which have been used successfully in evaluating resident outdoor education programs include the following:

- Attitudinal and personality tests
- Rating scales
- Questionnaires
- Anecdotal records
- Sociograms
- Interviews

In the selection or development of appropriate appraisal techniques, consideration should be given to such factors as validity, reliability, objectivity, and feasability. It is also necessary to continually review and refine the evaluation process in order to make it as effective as possible.

### Followup Procedures

After the program has been evaluated, the school should analyze the results and include them in a written report. This report should interpret the findings and be made available to the board of education, teachers, parents, and the citizens of the community.

The classroom teacher, who should be involved in all stages of the program with the children, should make a personal report to the school administration and the parents. This report should include program achievements, attainment of educational objectives, and a financial summary. When appropriate, individual parent conferences should also be arranged.

Sound program evaluation and the reporting of results are of utmost importance to a school with respect to public relations. This is particularly true in respect to a new program of outdoor education. Therefore, it is essential that appropriate evaluation be carried out in order for resident outdoor education to be considered an essential part of the educational curriculum for all children.

# APPENDIXES

## APPENDIX A

NEW YORK STATE EDUCATION LAW

ARTICLE 91

School Camps

Section 4501. Establishment of camps by school districts and appropriations authorized.
4502. Establishment of camps by city school district and appropriations authorized.

4501. Establishment of camps by school districts and appropriations authorized. 1. A school district, acting through its board of education, is hereby authorized to establish camps on lands acquired by such school district by purchase, gift, grant, devise, rent, or lease or on lands the use of which has otherwise been acquired by such school district for camp purposes. Also, two or more school districts may jointly acquire lands for camp purposes in the same manner and establish and operate such school camps thereon as joint projects within the limit of funds provided therefor by the respective school districts and in accordance with regulations approved by the commissioner of education. Such camps shall be used to furnish education, physical training, recreation and maintenance for all children of school age whether in attendance at a public or non-public school, and shall be under the jurisdiction of the board of education of such school district. Such board may, however, fix a reasonable fee to cover cost of food and instructional materials. Such board shall provide opportunity for children to receive instruction in such subjects as such board may deem proper. Such board shall prescribe the activities to be carried on and shall set up rules and regulations for admission to such camps and the conduct and discipline thereof. No child, whether in attendance at a public or non-public school, shall be denied admission to such a camp, or physical training, recreation and maintenance at such a camp, because of inability to pay any required costs or fees; but no child shall be entitled to free education, physical training, recreation and maintenance in any such camp for a period in excess of two weeks during any one year, unless the board of education prescribe and direct that physically handicapped or other children be maintained for a longer period. The board of education of such school district shall make a report at the annual meeting of such school district, of matters relating to carrying out the provisions of this section.

2. Any such school district is hereby authorized to appropriate in the manner prescribed by law relating to such school district such sums as may be necessary for the purpose of carrying out the provisions of this section. Money shall be paid out of the treasury of such school district in the manner provided by law.

3. The provisions of this section shall not apply to the board of education of the city of New York.

4502. Establishment of camps by city school district and appropriations authorized. 1. A city school district, acting through its board of education, is hereby authorized to establish camps on land provided therefor in parks adjacent to such city school district under the jurisdiction and control of the state council of parks or elsewhere. Such camps shall be used to furnish instruction, recreation and maintenance to children of school age. The board of education shall provide opportunity for children to receive instruction, in such subjects as it may deem proper. Such board shall prescribe the activities to be carried on and shall set up rules and regulations for admission to such camps and the conduct and discipline thereof. Such camps shall be operated between July first and August thirty-first of each year and at such other times as such board of education may prescribe. No child shall be entitled to free instruction and maintenance in any such camp for a period in excess of two weeks during any one year, unless the board of education prescribe and direct that physically handicapped or other children be maintained for a longer period.

2. The board of education of a city school district may establish a camp for children to be located in state parks on Long Island, which have been or shall be selected by the state council of parks on account of accessibility and availability, as a model camp for the establishment of future camps.

3. The board of education of a city school district is hereby authorized to appropriate such sums as may be necessary for the purpose of carrying out the provisions of this article.

## APPENDIX B

NEW YORK STATE SANITARY CODE

TEMPORARY RESIDENCES; MASS GATHERINGS

(Statutory authority: Public Health Law, 225)


Sec.

GENERAL PROVISIONS; PERMIT

7.1 Definitions
7.2 Application
7.3 Notice of construction, enlargement, conversion required
7.4 Permit to operate a temporary residence required
7.5 Permit required to promote or hold a mass gathering
7.6 Miscellaneous; duties of permittee

CONSTRUCTION AND MAINTENANCE

7.10 Location, grounds
7.11 Housing; fire hazards; maintenance
7.12 Water
7.13 Toilets, privies
7.14 Sewerage

Sec.

PROTECTION OF FOOD AND FOOD SERVICE

7.20 Kitchen; dining area; food
7.21 Milk and cream
7.22 Dishwashing
7.23 Garbage, refuse

BATHING, SWIMMING AND LAVATORY FACILITIES

7.30 Bathing facilities
7.31 Swimming pools and bathing beaches
7.32 Lavatory facilities
7.33 Flammable or volatile liquids or materials

MASS GATHERINGS; SPECIAL PROVISIONS

7.34 Undertaking


### GENERAL PROVISIONS; PERMIT

SECTION 7.1 Definitions. As used in this Part, the following words and terms shall have the indicated meanings:

(a) *Temporary residence* shall mean a property consisting of a tract of land and all tents, vehicles, buildings or other structures and installations, temporary or permanent pertaining thereto, any part of which may be occupied by people who are provided with at least some part or portion of the facilities by the operator, owner, lessee or occupant thereof, with or without stipulated agreement as to the duration of their stay, whether or not they are supplied with meals, but who are supplied with such services or facilities as are necessary for their use of such property. It shall include, but shall not be limited to: a property occupied by adults, children, or both, primarily for educational, recreational or vacation purposes; a group of three or more cabins, trailers or houses; a property used as a labor camp except a migrant labor camp as defined in Part 15 of this Chapter, a tourist camp, motel, tourist home, hotel, boarding house or lodging house, or other establishment comparable or equivalent thereto, or notwithstanding the provision aforesaid in respect to some part or portion of the facilities, a

property providing ground areas for the parking of occupied house trailers or the erection of tents or other shelters for overnight occupancy, or a summer day camp as defined in this section.

(b) *Summer day camp* shall mean a property consisting of a tract of land and any tents, vehicles, buildings or other structures that may be pertinent to its use, any part of which may be occupied on a scheduled basis at anytime between June 1 and September 15 in any year by children under 16 years of age under general supervision, primarily for the purpose of outdoor organized group activities, for a period of less than 24 hours on any day the property is so occupied, and on which no provisions are made for overnight occupancy by such children except a property owned, leased or operated by a municipal corporation, school district, or public board, body, commission or authority or a swimming pool or bathing beach as defined in Part 6 of this Chapter to which said Part 6 applies.

(c) A mass gathering shall mean one which is likely to attract 5000 people or more and continue for 24 hours or more.

(d) *Permit issuing official* shall mean the health commissioner or health officer of a city of 50,000 population and over, or of a county or part-county health district, or the State district health officer, in whose respective jurisdiction a temporary residence is located or a mass gathering is held or to be held.

(e) *Person* shall mean an individual, group of individuals, partnership, firm, corporation or assocation.

(f) *Drinking water* shall mean water provided or used for human consumption or for lavatory or culinary purposes.

(g) *Sewage* shall mean excreta and the waste from a flush toilet, bath, sink, lavatory, dishwashing or laundry machine, or the water-carried waste from any other fixture or equipment or machine.

7.2 APPLICATION. (a) The requirements of this Part shall apply to a temporary residence occupied by or maintained for occupancy by 10 or more people, or to a mass gathering of 5000 people or more, except:

(1) a temporary residence for which all water is derived from a public water supply system and from which all sewage is discharged to a public sewer system;

(2) a temporary residence occupied by an individual or his family or his personal friends or his household employees which is not one of a group of three or more complete residence units operated as a temporary residence;

(3) a temporary residence operated by a person approved, certified or licensed under the Social Services Law as to the activities so approved, certified or licensed;

(4) a temporary residence conducted as living quarters in conjunction with a circus, fair or carnival;

(5) a temporary residence occupied for less than 60 hours in any calendar year;

(6) a temporary residence used as a jail, hospital, nursing or convalescent home, school or college dormitory, or a fraternity or sorority house;

(7) any other type of operation, occupancy or use of a temporary residence determined by the State Commissioner of Health as not being within the intent of regulation by this Part.

(b) The requirements of this Part shall not apply to a migrant labor camp as defined in Part 15 of this Chapter.

7.3 NOTICE OF CONSTRUCTION, ENLARGEMENT OR CONVERSION REQUIRED. No person shall construct or enlarge for occupancy or use, a temporary residence or any portion or facility thereof, or convert a property for use or convert a property for use or occupancy as a temporary residence without giving notice in writing of his intent to do so to the permit issuing official, at least 15 days before the date of beginning such construction, enlargement or conversion. The notice shall give the name of the city, village, or town in which the property is located, the location of the property within that area, a brief description of the proposed construction, enlargement or conversion, and the name and mail address of the person giving the notice and his telephone number, if any. The notice shall be supplemented by such further information, plans or specifications as may be required by the permit issuing official.

7.4 PERMIT TO OPERATE A TEMPORARY RESIDENCE REQUIRED; APPLICATION, ISSUANCE, REVOCATION, POSTING.

(a) No person shall operate any temporary residence or cause or allow the same to be occupied without a permit to do so from the permit issuing official.

(b) Application for a permit to operate a temporary residence shall be made to the permit issuing official, on a form and in a manner prescribed by the State Commissioner of Health, by the person who will operate the temporary residence. Application for a permit to operate a temporary residence shall be made at least 15 days before the first day of proposed operation of such temporary residence, subsequent to its construction or conversion or prior to the expiration of an existing permit. An application shall be filed for a new permit, following the revocation of a permit, before the first day of the resumption of operation of the temporary residence. In the event of an intended change of operator of a temporary residence, the new operator shall apply for a permit before the change is effected. An application for a permit shall be filed before a change in the name of a temporary residence occurs.

(c) The permit issuing official shall issue a permit for the operation of a temporary residence on a form prescribed by the State Commissioner of Health if he finds that the temporary residence will not be a source of danger to the general public health or to the health of the occupants of the temporary residence, and if he finds that the temporary residence or the proposed operation thereof conforms or will conform to the requirements of this Part. The permit issued for the operation of the temporary residence shall expire upon a change of the operator of the temporary residence, upon the date stipulated by the permit issuing official or upon the revocation of the permit. The permit issued for the operation of any temporary residence in a city or county having a sanitary code applicable to such a property shall expire on such date as may be specified in such code. Permits for a temporary residence shall be issued for a period of not more than three years from the date of issue.

(d) A permit shall not be transferable or assignable.

(e) A permit may be revoked by the permit issuing official if he finds that the temporary residence for which the permit was issued is maintained, operated or occupied in violation of law, this Chapter, or the sanitary code of the health district in which the temporary residence is located. A permit may be revoked upon request of the permittee or upon abandonment of operation.

(f) A permit issued for the operation of a temporary residence shall be posted or kept on file and made available by the operator on request.

(g) A separate permit shall not be required for a summer day camp operated as part of a temporary residence for which a permit is required under the provisions of this Part.

7.5 PERMIT REQUIRED TO HOLD OR PROMOTE A MASS GATHERING; APPLICATION, ISSUANCE, REVOCATION, POSTING.

(a) No person shall hold or promote, by advertising or otherwise, a mass gathering unless a permit has been issued for the gathering by the permit issuing official.

(b) Application for a permit to promote or hold a mass gathering shall be made to the permit issuing official, on a form and in a manner prescribed by the State Commissioner of Health, by the person who will promote or hold the mass gathering. Application for a permit to promote or hold a mass gathering shall be made at least 15 days before the first day of advertising and at least 45 days before the first day of the gathering. Water and sewage facilities shall be constructed and operational not later than 48 hours before the first day of the mass gathering. The application shall be accompanied by such plans, reports and specifications as the permit issuing official shall deem necessary.

The plans, reports and specifications shall provide for adequate and satisfactory water supply and sewerage facilities, adequate drainage, adequate toilet and lavatory facilities, adequate refuse storage and disposal facilities, adequate sleeping areas and facilities, wholesome food and sanitary food service, adequate medical facilities, insect and noxious weed control, adequate fire protection, and such other matters as may be appropriate for security of life or health.

(c) A separate permit shall be required for each mass gathering.

(d) A permit may be revoked by the permit issuing official if he finds that the mass gathering for which the permit was issued is maintained, operated or occupied in violation of law, this Chapter, or the sanitary code of the health district in which the mass gathering is located. A permit may be revoked upon request of the permittee or upon abandonment of operation.

(e) A permit issued for the operation of a mass gathering shall be posted or kept on file and made available by the operator on request.

7.6 MISCELLANEOUS; DUTIES OF PERMITTEE. (a) No individual known to be a possible transmitter of a communicable disease shall be employed in a temporary residence or mass gathering in any capacity; except, that this requirement shall not apply to a tuberculous individual employed in a temporary residence approved by a permit issuing official for the housing of tuberculous patients.

(b) Children under 16 years of age not accompanied by an adult in a temporary residence or mass gathering shall be provided with adequate and competent adult supervision exercised by a supervisor or supervisors present on the property.

(c) Satisfactory arrangements shall be made to assure adequate medical and nursing supervision and care at or readily available to the temporary residence or mass gathering.

(d) A person to whom a permit to operate a temporary residence or promote or hold a mass gathering has been issued shall provide a competent individual to be in charge of the property who shall be on or available to the property during reasonable hours of a day while the property is occupied or open for occupancy.

(e) A person to whom any permit is issued shall comply with the provisions of this Part and with all conditions stated in the permit.

(f) A maintenance staff acceptable to the permit issuing official shall be provided to assure proper operation of all facilities.

(g) A mass gathering site shall be provided with a network of interior roads to be kept clear at all times for service and emergency

vehicles, and shall be serviced by access roads which will permit an adequate flow of traffic and ensure the free passage of emergency vehicles.

(h) Provision shall be made for traffic control measures that will preclude hazards to vehicular and pedestrian traffic.

## CONSTRUCTION AND MAINTENANCE

7.10 LOCATION, GROUNDS. (a) A temporary residence shall not be located where adequate surface drainage is impracticable or where satisfactory disposal of sewage cannot be provided.

(b) The grounds of a temporary residence shall be maintained in a clean and reasonably dry condition.

(c) A site map showing the location of all facilities shall be provided each person attending a mass gathering and adequate signs shall be used to locate all facilities.

7.11 HOUSING; FIRE HAZARDS; MAINTENANCE. (a) A building or structure of a temporary residence shall be structurally safe, adequate in size for its use, easy to keep clean and shall have watertight roof and sides, except that a structure such as a lean-to, occupied by people, shall be so constructed and maintained as to exclude rain from the portions of the structure used as shelter.

(b) A tent or building for the use or accommodation of people shall have a satisfactory floor unless exempted in writing by the permit issuing official.

(c) Adequate sleeping quarters shall be provided except at a summer day camp or a property providing ground areas for parking of occupied house trailers or the erection of tents or other shelters for overnight occupancy. A separate overnight camping area or areas, clearly marked, shall be provided for each mass gathering.

(d) Adequate light and ventilation shall be provided for sleeping quarters, kitchens, dining areas, mess halls and toilet rooms in a temporary residence. A mass gathering shall be provided with adequate light for toilet areas, service areas and walkways.

(e) Where a stove or other source of heat is provided, it shall be installed and maintained in such a manner as to avoid both a fire hazard and a dangerous concentration of fumes or gas.

(f) A building in which people sleep or eat shall be provided with ready exit in case of fire. If sleeping quarters are provided above the ground floor, at least one outside exit from floors above the ground floor shall be required unless exempted in writing by the permit issuing official.

(g) A tent, vehicle, or building shall be maintained in a clean, sanitary condition at all times.

7.12 WATER The water supply shall be obtained from a source free from pollution or obtained from a source adequately treated and distributed in a satisfactory and adequate water system as provided for in Part 5 of this Chapter. The water system shall be designed, operated and maintained in accordance with the provisions of Part 5 of this Chapter and other applicable laws and rules and regulations.

(a) Drinking water shall be adequate in quantity, of a quality satsifactory to the permit issuing official and shall be readily available to occupants of the property. Only drinking water shall be so delivered or piped as to be easily accessible.

(b) A well or spring used as a source of drinking water and a structure used for the storage of drinking water shall be so constructed and located as to protect the contents against pollution. A pipe or pump or other outlet delivering drinking water shall be of a type and installation acceptable to the permit issuing official and provisions shall be made for proper disposition of waste water.

(c) There shall be no physical connection between a pipe carrying drinking water and a pipe carrying water not of a quality satisfactory to the permit issuing authority. A fixture, installation or equipment from which back-siphonage may occur, shall not be supplied water from a pipe carrying drinking water.

(d) A common drinking utensil shall not be provided or allowed to be used. Any drinking fountain shall be of approved sanitary design and construction.

(e) Where a water treatment process is employed, accurate and complete reports on the operation thereof shall be maintained daily and submitted at least monthly to the permit issuing official on a form supplied by him.

(f) Any interruption in treatment of a drinking water supply shall be reported immediately to the permit issuing official. No change in the source of, nor in the method of treatment of, a drinking water supply shall be made without first notifying the permit issuing official and securing his approval to do so.

7.13 TOILETS, PRIVIES. (a) Toilet facilities adequate for the capacity of the temporary residence or mass gathering shall be provided. These facilities shall be so located as to be conveniently available and shall be so constructed and maintained that they will not be offensive. Toilet facilities for groups of people consisting of both sexes, except those for not more than two family groups, shall be so arranged that the facilities shall be separate for each sex. Toilet

facilities of a temporary residence shall be so located as to be accessible without any person passing through any sleeping room other than his own.

(b) A privy shall be so located and constructed that it will not by leakage or seepage possibly pollute a water supply, surface water or adjacent ground surface and shall be constructed in accordance with the requirements of the State Department of Health and shall be maintained so that it will not permit access of flies or rodents to the privy vault. Privy vault contents shall be emptied and disposed of in a sanitary manner.

7.14 SEWERAGE. (a) Facilities shall be provided and maintained for the satisfactory disposal or treatment and disposal of sewage.

(b) A plan for proposed new or modified facilities for the satisfactory disposal or treatment and disposal of sewage shall be submitted to the permit issuing official.

(c) A permit or approval in writing for the discharge of sewage or sewage effluent as provided by the plans shall be obtained from the permit issuing official or other official having jurisdiction.

(d) No construction shall be commenced for new or modified facilities for the treatment or disposal, or the treatment and disposal of sewage until such permit or approval in writing has been received by the permittee. Construction shall be in accordance with the approved plans.

(e) The presence of inadequately treated sewage on the surface of the ground shall not be allowed.

PROTECTION OF FOOD AND FOOD SERVICE

7.20 KITCHEN; DINING AREA; FOOD. (a) Kitchens, dining areas, food, operation, and maintenance shall comply with the pertinent provisions of Part 14 of this Chapter.

(b) Wherever milk, cream, food or meals are furnished or offered for sale in a temporary residence or at a mass gathering adequate provisions shall be made for sanitary storage, handling and protection of food and milk supplies until served or used.

(c) A kitchen or dining area shall be separate from a toilet area and shall be screened against mosquitoes and house flies. A kitchen shall be separate from a sleeping area and shall not be used as a sleeping room. Equipment shall be adequate for satisfactory use of the kitchen or dining area and shall be kept clean and in good repair and operating condition.

(d) Where food storage, preparation or service is necessarily carried out in single room quarters occupied by a family, space for such purposes shall be provided in addition to the space required for sleeping purposes.

7.21 MILK AND CREAM. Whenever milk or a milk product as defined in Part 3 of this Chapter is sold, offered for sale, used or served, it shall be obtained from a dealer holding a permit as provided in that Part. No milk or milk products as defined in that Part other than pasteurized shall be sold, offered for sale, used or served.

7.22 DISHWASHING. Where food is prepared or consumed adequate facilities for washing, disinfecting and storing dishes and food utensils shall be provided which are consistent with the need therefor. Dishes and food utensils shall be adequately cleansed, washed and disinfected after each use and shall be handled and stored in a sanitary manner.

7.23 GARBAGE, REFUSE. Adequate and sanitary facilities shall be provided and maintained for the storage and disposal of garbage and refuse. Sanitary methods shall be used for the collection, temporary storage, handling and disposal of garbage and refuse. Refuse disposal areas shall conform with the pertinent provisions of Part 19 of this Chapter.

BATHING, SWIMMING AND LAVATORY FACILITIES

7.30 BATHING FACILITIES. Suitable and adequate shower or tub bathing facilities shall be provided unless exempted in writing by the permit issuing official.

7.31 SWIMMING POOLS AND BATHING BEACHES. A swimming pool or bathing beach operated as a part or facility of a temporary residence or mass gathering for the use of occupants, guests, invitees or employees shall be constructed, maintained and operated so as to protect the safety and health of the persons using the swimming pool or bathing beach and shall comply with the provisions of Part 6 of this Chapter.

7.32 LAVATORY FACILITIES. Suitable and adequate lavatory facilities shall be provided, convenient to the toilets and privies, and food handling facilities.

7.33 FLAMMABLE OR VOLATILE LIQUIDS OR MATERIALS. (a) The operator of a mass gathering shall see to it that no flammable or volatile liquids or materials shall be stored in or adjacent to the area of the gathering and that adequate fire fighting equipment is available to protect the life and health of the people attending the gathering.

(b) No flammable or volatile liquids or materials shall be stored in or adjacent to rooms used for living purposes in a temporary residence, except for those needed for current household use. Agricultural pesticides and toxic chemicals shall not be stored in the housing area.

## APPENDIX C

A GUIDE FOR THE SITE SELECTION OF
RESIDENT OUTDOOR EDUCATION CENTERS*

Directions:

This guide has been prepared to help school administrators, teachers, and interested citizens' groups to judge the facilities necessary for a resident outdoor education program. It should permit the identification of strengths and weakness of such facilities and direct attention to areas needing further study and action for improvement. Read each statement and evaluate it by checking either Yes or No on the lines to the right of the statement. If you are not positively sure whether the response is yes or no, decide which is closest to what you think.

| | YES | NO |
|---|---|---|
| A. Site Planning and Selection | | |
| 1. The site has sufficient requirements to conduct the program. | ___ | ___ |
| 2. The site has possibilities for program adaptation. | ___ | ___ |
| 3. The site has an adequate pure water supply. | ___ | ___ |
| 4. The site is removed from urban areas but is still in close enough proximity to provide easy transportation. | ___ | ___ |
| 5. The site has varied topography with diversified natural resources. | ___ | ___ |
| 6. The site is located on adequate distance from highways, airports, high tension wires, and other manmade detriments. | ___ | ___ |
| 7. The site has good access roads but is sufficiently isolated from major highways. | ___ | ___ |
| 8. The site has adequate open as well as shaded areas. | ___ | ___ |
| 9. The site possesses program related learning areas such as a pond, lake, river, stream or bog. | ___ | ___ |

| | YES | NO |
|---|---|---|
| 10. The site is reasonably free of excessive insects, flood danger, and other public health hazards. | ____ | ____ |
| B. Master Plan | | |
| 1. The plan is a comprehensive one that includes philosophy, program, and facilities. | ____ | ____ |
| 2. The plan is based upon careful analysis of program needs. | ____ | ____ |
| 3. The plan is long range and considers additional facilities necessitated by expanded program and made possible by additional funds. | ____ | ____ |
| 4. The plan has not sacrificed program and leadership for the inclusion of elaborate facilities. | ____ | ____ |
| 5. The plan represents the best arrangement and design of facilities that will serve the present and future program envisoned at that time. | ____ | ____ |
| 6. The plan includes conservation for the entire area including specific areas designated as sanctuaries. | ____ | ____ |
| 7. Facilities have been planned and located to provide a sense of isolation and feeling of living in the natural environment. | ____ | ____ |
| 8. The plan projects all factors and conditions from program objectives to physical details | ____ | ____ |
| 9. The plan projects sites and facilities for the following: | | |
| Administration Center | ____ | ____ |
| Dining and Food Services | ____ | ____ |
| Lodge or Assembly Facility | ____ | ____ |
| Library and Field Research Center | ____ | ____ |
| Health Service Facilities | ____ | ____ |
| Staff Quarters | ____ | ____ |
| Student Quarters | ____ | ____ |
| Storage Space | ____ | ____ |

| | YES | NO |
|---|---|---|
| Maintenance Facilities | ____ | ____ |
| Nature Trails | ____ | ____ |
| Basic Utilities (water, sewages, electricity, telephone, refuge disposal) | ____ | ____ |
| C. Layout and Planning of Buildings | | |
| 1. All structure are designed to promote the health, welfare, and safety of the participants. | ____ | ____ |
| 2. Buildings conform to fire and building codes of the area. | ____ | ____ |
| 3. All buildings are equipped with necessary fire-fighting equipment. | ____ | ____ |
| 4. Buildings are adequately spaced and located in order to preserve the natural effect of the area. | ____ | ____ |
| 5. Buildings are so designed to allow as much daylight as possible to enter, thus making artificial lighting unnecessary except on dark days. | ____ | ____ |
| 6. Use has been made of natural finishes. | ____ | ____ |
| 7. Buildings are of a simple, rustic nature suited to the natural environment. | ____ | ____ |
| 8. Formal city-type landscaping around buildings has been avoided. | ____ | ____ |
| D. Administration Center | | |
| 1. It is the first structure encountered upon entering the property. | ____ | ____ |
| 2. It is weatherized for year-round use. | ____ | ____ |
| 3. Space is provided for the following: | | |
| Director's office | ____ | ____ |
| Staff and clerical work | ____ | ____ |
| Large main lobby containing a fireplace | ____ | ____ |
| Adequate work space | ____ | ____ |
| Staff toilet facilities | ____ | ____ |

| | YES | NO |
|---|---|---|
| **E. The Dining Hall-Lodge** | | |
| 1. The lodge occupies a prominent location set off from other structures. | ____ | ____ |
| 2. It is a permanent weatherized year-round structure possessing ample window space. | ____ | ____ |
| 3. Interior surfaces have been finished to facilitate ease of cleaning. | ____ | ____ |
| 4. The building contains adequate staff and toilet facilities. | ____ | ____ |
| 5. If dining area is not feasible for assemblies or indoor use during inclement weather, a lodge area is available. | ____ | ____ |
| 6. The lodge area is a separate wing. | ____ | ____ |
| 7. The lodge area contains its own fireplace. | ____ | ____ |
| 8. The lodge area provides a friendly and rustic atmosphere. | ____ | ____ |
| **F. Dining Area** | | |
| 1. All participants can be seated. | ____ | ____ |
| 2. Small tables designed to seat eight to 10 students are used, thus facilitating small groups,family-type service. | ____ | ____ |
| 3. Ample space is allowed between tables for easy traffic movement. | ____ | ____ |
| 4. Provisions are made for storage of over-clothing during inclement weather. | ____ | ____ |
| 5. Adequate lighting and ventilation has been provided. | ____ | ____ |
| **G. Kitchen Area** | | |
| 1. Kitchen area allows sufficient space for sewing. | ____ | ____ |

| | YES | NO |
|---|---|---|
| 2. Adequate lighting and cross-ventilation are provided. | ___ | ___ |
| 3. The kitchen has been provided with maximum fly and insect protection. | ___ | ___ |
| 4. Provisions have been made for the following: | | |
| Food storage | ___ | ___ |
| Food receiving | ___ | ___ |
| Refrigeration | ___ | ___ |
| Sewing area | ___ | ___ |
| Food preparation area | ___ | ___ |
| Dishwashing area. | ___ | ___ |
| 5. Kitchen is capable of providing a decentralized food service. | ___ | ___ |
| 6. Hot water facility is adequate to meet the needs of each meal | ___ | ___ |
| 7. Advice of professional food handlers and qualified architects has been obtained in developing an efficient kitchen | ___ | ___ |

H. The Health Center

| | | |
|---|---|---|
| 1. Size and extent of the facility has been determined by - | | |
| Number of participants in the outdoor education program; | ___ | ___ |
| Length of time students will be in residence ; and | ___ | ___ |
| Distance from school, home, or hospital. | ___ | ___ |
| 2. Structure is located a suitable distance from other structures to insure isolation and quiet. | ___ | ___ |
| 3. Structure is weatherized for year-round use. | ___ | ___ |
| 4. A telephone for emergency use is provided. | ___ | ___ |

| | YES | NO |
|---|---|---|
| I. Library and Field Research Facility | | |
| 1. Facility is either a separate structure or in combination with another such as in the administration center or the lodge. | ____ | ____ |
| 2. Facilities in this area have provided for the following: | | |
| Space for library purposes or large group meetings | ____ | ____ |
| Small discussion room | ____ | ____ |
| Storage space for books, materials, and equipment | ____ | ____ |
| Equipment for films and slides | ____ | ____ |
| Blackboard | ____ | ____ |
| Workroom for research and experimentations | ____ | ____ |
| Running water | ____ | ____ |
| 3. Facility is weatherized for year-round use. | | |
| J. Resident Quarters | | |
| 1. Adequate living quarters are provided for residence of staff temporarily involved in the program. | ____ | ____ |
| 2. Whenever possible and practical, structures emphasizing small group concept have been used rather than dormitory-type living for the students. | ____ | ____ |
| 3. Living units are weatherized for year-round use. | ____ | ____ |
| 4. Units possess adequate lighting and ventilation. | ____ | ____ |
| 5. Resident structures are designed to provide accommodations for at least one temporary staff member for every six to 10 students. | ____ | ____ |

| | YES | NO |
|---|---|---|
| K. Service Roads and Trails | | |
| 1. In laying out roads and trails, the natural contour of the land has been followed in order not to detract from the natural landscape. | ____ | ____ |
| 2. Service roads and trails are provided only to the extent and specifications necessitated by primary program and maintenance needs. | ____ | ____ |
| 3. Service roads have been kept to an absolute minimum. | ____ | ____ |
| L. Maintenance Area | | |
| 1. A specific area has been set aside for the maintenance and service of the entire area. | ____ | ____ |
| 2. The service area is located away from the central administration area. | ____ | ____ |
| 3. Contained in the service area are provisions for adequate storage of maintenance and repair equipment, machinery, and other appropriate materials | ____ | ____ |
| 4. There is a fire building for storage of all such equipment, containing adequate fire alerting system. | ____ | ____ |
| M. Utilities | | |
| 1. Utilities have been provided for the following: | | |
| Water for domestic use | ____ | ____ |
| Electrical power | ____ | ____ |
| Sewage disposal | ____ | ____ |
| Refuse disposal | ____ | ____ |
| Telephone | ____ | ____ |
| 2. In planning and providing utilities, authorities, experts, and engineers have been consulted. | ____ | ____ |
| 3. In laying out and providing utilities, extreme effort has been made to retain the naturalness of the area. | ____ | ____ |

| | YES | NO |
|---|---|---|
| 4. Pipe and power lines have been run underground below the frost line whenever possible. | ___ | ___ |
| 5. Electrical power has been provided for all areas and main buildings. | ___ | ___ |
| 6. Water and sewage disposal has been provided for all areas and main buildings. | ___ | ___ |
| 7. Telephone service has been provided for the administration center, dining hall, health center, and the service area. | ___ | ___ |

* Adapted from a checklist developed by E.A. Beckett.

## STUDENT EVALUATION FORM*

Dear Student:

Recently you participated in a resident outdoor education program in which you spent 24 hours a day with pupils, teachers, and the resident center staff. This living experience involved more than just academic subjects. You learned about the pleasures and problems of living with people other than your family. You have been counted upon to accept responsibilities in your living quarters, the dining hall, the outdoors, and various other meeting places. Now we would like to know your thoughts about this experience. Please think about the following questions and then answer them.

. What experiences do you feel were most worthwhile?

. What experiences do you feel were most enjoyable?

. What experiences were most difficult for you?

. How would you change the resident outdoor education to make it a better educational experience for students who will participate in the program next year?

* Adapted from an evaluation form used by the Port Washington Public Schools, Port Washington, New York.

SURVEY OF PREPROGRAM STUDENT ATTITUDES
AND INTERESTS OF RESIDENT OUTDOOR EDUCATION*

Directions:

In preparation for the resident outdoor education program we would like to know what you have done in the past, what you would like to do, and what you think about the natural environment. Your responses will help us make your experience more interesting and will also help other students in the future. Think about each question and then answer it by writing Yes or No on the line to the left of the question. Answer each question even when you decide you are not positively sure whether the answer is yes or no. For those questions decide which is closest to what you think.

___ 1. Have you ever taken overnight trips to the country with your family for at least 3 days?

___ 2. Have you ever been away from your family for at least 3 days?

___ 3. Of the following, which have you visited for at least 3 days?

___ a) At a relative's home

___ b) At a friend's home

___ c) At a summer overnight camp

___ d) At a study or school type camp

___ e) On a ski trip

___ f) At a farm

___ 4. Have any students who have been away to the resident outdoor education program,told you about their trip?

___ 5. From what you have heard about the resident outdoor education program,are you excited about going to the camp?

___ 6. Do you like the idea of going away on a resident outdoor education program with your teacher?

___ 7. Do you like the idea of going away on a resident outdoor education program with some of your classmates?

___ 8. Do you like the idea of going away on a resident outdoor education program with all of your classmates?

___ 9. Do you feel that your teacher really knows you?

___10. Do you feel that you have many friends among your classmates?

___ 11. Do you have any regular jobs or chores to perform at home?

___ 12. Do you have any regular jobs to perform in the classroom?

___ 13. Do you like to do any jobs or chores by yourself?

___ 14. Do your parents have any objections to you going on this trip?

___ 15. If you have taken any field trips with your class, please indicate the places you have visited.

___ a) A museum

___ b) A park or nature trail

___ c) A seashore or beach

___ d) A zoo

___ e) A bird sanctuary

___ 16. Have you ever taken hikes in the country or in the woods?

17. Did you ever participate in camping experiences with any of the following:

___ a) Religious Groups

___ b) Boy Scouts

___ c) Girl Scouts

___ d) Camp Fire Girls

___ e) 4-H Clubs

___ 18. Have you ever visited a farm?

___ 19. Would you say that you liked the country better than the city?

___ 20. Are there any things that you dislike about the country?

___ 21. Do you now have or have you ever had a dog?

___ 22. Do you now have or have you ever had a cat?

___ 23. Do you now have or have you ever had a fish or turtle?

___ 24. Do you now have or have you ever had a bird?

___ 25. Do you now have or have you ever had a snake or lizard?

___ 26. Do you now have or have you ever had a small mammal, (mouse, guinea pig, hamster, etc.)?

___ 27. Do you now collect or have you made a collection of leaves or plants?

___ 28. Do you now collect or have you ever made a collection of stones?

___ 29. Do you now collect or have you ever made a collection of frogs or tadpoles?

___ 30. Do you now collect or have you ever made a collection of butterflies?

___ 31. Do you now collect or have you ever made a collection of snakes?

___ 32. Do you now collect or have you ever made a collection of insects?

___ 33. Do you feel that you can learn more about nature and science in a school-camping program rather than in the classroom?

___ 34. Do you feel that you will miss any school work by being away from your class for 3 or more days?

___ 35. Do you feel that there will be more recreational activities in the school-camping program than in school?

___ 36. Do you feel that you know enough about what will take place at the school-camp program?

___ 37. Did you have a chance to help in the planning of this camping program?

___ 38. Did you take part in planning the camp activities?

___ 39. Are you looking forward to this camping program?

* Adapted from an evaluation form used by the Nassau County Board of Cooperative Educational Services, Jericho, New York.

POSTPROGRAM SURVEY OF STUDENT REACTIONS AND ATTITUDES
TO THE RESIDENT OUTDOOR EDUCATION PROGRAM*

Directions:

As a followup to your resident outdoor education program, we would like to know your reactions to the many different aspects of the program. Your answers to the following questions will help us all to understand the benefits of this program to you and to the other students. Answer each question by writing a Yes or No on the line to the left of the question. If you are not positively sure whether the answer is yes or no decide which is closest to what you think. Answer each question and please be honest in your answers.

____1. Was the resident outdoor education program a completely new experience for you?

____2. Do you consider that your experience in the outdoor education program was generally worthwhile?

3. Do you consider that the outdoor education experience was generally better than -

____ a) A 1 day school field trip?

____ b) Visiting with your relatives out of town?

____ c) An equal period at a summer overnight camp or scout camp?

____4. Did the program turn out as you had originally expected?

____5. Do you feel that there was enough planning for everything in the program?

6. Do you feel that the major benefits to you during this program included -

____ a) Studying science in the field?

____ b) Studying any school subjects in the field?

____ c) Getting to know your classmates better?

____ d) Getting to know your teachers better?

____ e) Doing kitchen chores or other jobs at camp?

____ f) Learning the rules of how to live together?

____7. Do you feel that the size of the group was good for this program?

____ 8. Do you feel that some of your teachers who were with you have gotten to know you better?

____ 9. Have you made any new good friends among your classmates through this program?

___ 10. Do you feel that you now have many friends among your classmates?

____11. Do you feel that the cooperation in group living by the students was good?

___ 12. Did you do any jobs or chores during this program?

___ 13. Did you have enough time to see or collect plants, leaves, and other earth specimens?

___ 14. Did you have enough opportunity to see or study about animals during this program?

___ 15. Would you have liked to have had more opportunity for work in your academic subjects during the program?

___ 16. Do you feel that you have learned more about nature-science than you would have in the classroom at school?

___ 17. Do you feel that you have learned more about your academic subjects than you would have in the classroom in school?

___ 18. Do you feel that the sleeping arrangements were satisfactory?

___ 19. Do you feel that the meals were satisfactory?

___ 20. Do you feel that this trip should be shorter in length?

21. Have you started any collections of any of the following as a result of the trip?

____ a) Leaves or plants

____ b) Stones or minerals

____ c) Frogs or tadpoles

____ d) Butterflies

____22. Did your parents seem pleased with your reports of this trip?

____23. Would you recommend any changes in the program if you should go again?

___ 24. Would you like to go again if the program were similar?

Answer the following questions by filling in the type of activity in which you participated.

25. What activity do you feel was most worthwhile for you?_____

26. What aspects of the country and the out-of-doors impressed you most?

_____

27. What special, new, or unusual activity did you participate in that you remember most?_____

28. What recreational or fun activity did you enjoy the most?

_____

29. What activity do you think should be omitted? _____

30. What evening activity did you think was most worthwhile?

_____

* Adapted from an evaluation form used by the Nassau County BOCES, Jericho, New York.

POSTPROGRAM SURVEY OF STAFF REACTIONS TO THE
RESIDENT OUTDOOR EDUCATION PROGRAM*

Name _____ Position _____

School _____ Date _____

1. To what extent did you feel the objectives of the resident outdoor program were fulfilled?

2. What suggestions can you offer in relation to the resident outdoor program?

3. What are the strong points of the program?

4. What are the weak parts of the program?

5. What suggestions can you offer in relation to the physical arrangements of the resident outdoor education center?

6. Was the food satisfactory?

7. Would you recommend resident outdoor education for children? Why?

8. What are your reactions to group living at the resident outdoor education center?

9. Did you receive cooperation from other staff members?

10. Did you feel you needed more inservice education before you work at a resident outdoor education center?

11. In which program areas did you feel inadequate?

12. What particular problems arose in your group?

13. What was the most important thing you learned about the students?

14. What classroom problems appeared to improve in the resident center situation?

15. What did you enjoy most about the program?

16. What phase did you dislike the most?

17. Do you think we should continue the resident program next year?

* Adapted from an evaluation form used by the Fulton Consolidated Schools, Fulton, New York.

PARENT EVALUATION OF RESIDENT OUTDOOR EDUCATION PROGRAM*

Dear Parent:

Below are some questions that we would like you to answer. The questions are all related to our resident outdoor education program and are designed so we may obtain your reaction to the program. We hope you will be very frank in answering these questions since your honest response is extremely important in our overall evaluation of the program.

Please return this form as soon as possible. Your signature is optional

_____
Principal or Coordinator of
Outdoor Education

Please answer yes or no on the lines to the left of questions No. 1-9.

___ 1. Do you feel that the time your child spent at the resident outdoor education was worthwhile?

___ 2. Would you favor continuing the resident outdoor education program?

___ 3. If this program is continued would you allow your child to participate?

___ 4. Do you feel that the resident outdoor education program was conducted for an adequate period of time?

___ 5. If your response to question 4 is no - check a or b

___ a) I feel it should be longer.
___ b) I feel it should be shorter.

___ 6. Was your child happy during his stay at the resident center?

___ 7. Do you feel that this outdoor education experience may be helping him in school this year?

___ 8. Since returning home does he often mention his outdoor education experience?

___ 9. Since the resident outdoor education program have you noticed any changes in your child in his -

___Relationship with others?

___Relationship to family?

___ Consideration for others?

___ Friendliness?

___ Health Habits?

___ Assistance around home?

Please comment further on any area where you feel it's necessary.

_____

_____

_____

*Adapted from an evaluation form used by the Fulton Consolidated Schools, Fulton, New York.

## APPENDIX D

RESIDENT OUTDOOR EDUCATION CENTERS
IN NEW YORK STATE

The following facilities represent some of the resident outdoor education centers which have been utilized by school districts for outdoor education experiences. For specific information about these facilities and their availability to school districts, contact the coordinator of outdoor education at each center.

Outdoor Education Center
Fancher Campus
State University College at Brockport
Brockport, New York 14420

Outdoor Education Center
Franklinville Campus
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Outdoor Education Center
Raquette Lake Campus
State University College at Cortland
Cortland, New York 13045

Outdoor Education Center
Ashokan Campus
State University College at New Paltz
New Paltz, New York 12561

Outdoor Education Center
State University College at Oneonta
Oneonta, New York 13820

Outdoor Education Center
Twin Valleys Campus
State University College at Plattsburgh
Plattsburgh, New York 12901

Outdoor Education Center
Star Lake Campus
State University College at Potsdam
Potsdam, New York 13676

Rogers Conservation Education Center
Department of Environmental Conservation
Sherburne, New York 13460

Mountain Lakes Camp
Westchester County Department of Parks, Recreation and Conservation
County Office Building
White Plains, New York 10601

Holiday Hills
YMCA Educational Center
Pawling, New York 12564

Camp Chingachgook
YMCA Camp
13 State Street
Schenectady, New York 12305

Frost Valley YMCA Camp
Claryville, New York 12725

Camp Onanda
YWCA
175 Clinton Avenue North
Rochester, New York 14604

Lake Clear Girl Scout Council
North Country Girl Scout Council
56 Cornelia Street
Plattsburgh, New York 12901

Wolf Creek Boy Scout Camp
Seneca Council Office
218 North Second Street
Olean, New York 14760

Association Island
Henderson Harbor,
New York 13651

RESIDENT OUTDOOR EDUCATION
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Berger, H. Jean. Inspirational Poetry for Camp and Youth Groups. Burgess, 3rd ed., 1964. 426 South Sixth Street, Minneapolis, Minnesota. 55415. $3.00.

_____ Program Activities for Camps. Burgess, 2nd ed., 1969. 426 South Sixth Street, Minneapolis, Minnesota. 55415. $5.00.

Garrison, Cecil. Outdoor Education. Thomas. 1966. 301-327 Lawrence Avenue, Springfield, Illinois. 62703. $9.50.

Hammerman, Donald R. and William M. Teaching in the Outdoors. Burgess. 1964. 426 South Sixth Street, Minneapolis, Minnesota. 55415. $2.95.

Harty, William T. Science for Camp and Counselor. Association Press. 1964. 291 Broadway, New York, N. Y. 10007. $9.95.

Hillcourt, William. Field Book of Nature Activities and Conservation. Putnam, Rev., 1961. 200 Madison Avenue, New York, N. Y. 10016. $4.95.

Mand, Charles L. Outdoor Education. Pratt. 1967. 15 East 48th Street, New York, N. Y. 10017. $2.95.

Ormond, Clyde. Complete Book of Outdoor Lore. Harper. 1965. 49 East 33rd Street, New York, N. Y. 10016. $4.95.

Rodney, Lynn S., and Ford, Phyllis M. Camp Administration, Schools, Communities, Organizations. Ronald Press. New York, N. Y. 1971. $8.75.

Shuttlesworth, Dorothy E. Exploring Nature with Your Child. Denison. 1952. 321 Fifth Avenue, S. Minneapolis, Minnesota. 55415. $4.95.

van der Smissen, Betty, and Goering, Oswald H. A Leader's Guide to Nature-Oriented Activities. Iowa State. 1965. State University Press, Press Building, Ames, Iowa. 50010. $3.95.

Smith, Julian W., Carlson, Reynold E., Donaldson, George W. and Masters, Hugh B. Outdoor Education. Englewood Cliffs, N. J. Prentice-Hall, Inc. 1972. $9.95.